

Bye bye seniors ... 11

the SHAKERITE

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Grade point averages get physical for class of 1993

BY JOSH LEVY
Co-Editor-in-Chief

According to Principal Jack Rumbaugh, physical education will be incorporated into a student's grade point average (GPA) for the class of 1993.

Physical education department head Linda Betley said that for the 19 years she has been at Shaker, physical education has not been a part of a student's GPA.

"Shaker is the only high school in Greater Cleveland that does not include physical education in a student's GPA," Betley said. "Incorporating it into the grade point average will establish more credibility for the physical education classes."

While Rumbaugh feels all classes should be counted in a student's GPA, Betley stressed that physical education should be incorporated into the GPA because physical education is required by the school and the state of Ohio to graduate.

According to Betley, the state legislature recently passed a law, effective in the 1990-1991 school year, which mandates three different diplomas be distributed by Ohio school districts. Betley said that the first diploma is for students who meet the state requirements and the other two diplomas are given by the individual school districts to graduating seniors who exceed the minimum state requirement.

Physical education teacher Stuart Gilbert said that in an academically oriented school, it would be assumed that poor physical education grades might weigh down a student's GPA.

"Contrary to the methods of 20 years ago, the way physical education is graded now is geared more toward individual improvement," Gilbert said. "Now, the standards have been changed, so that the total population is able to achieve good grades."

Several students agree with Gilbert's assess-

ment of the present physical education program.

"Putting gym into the GPAs will raise a lot of students' grade point averages because you really have to try in order to get lower than an 'A' in [physical education class]," sophomore Aaron Millstone said.

Other students believe placing physical education in the GPA can only weaken a student's grade point average.

"[Incorporating physical education into the GPAs] might hurt students in the upper level classes because even those real smart kids might slack off in gym," sophomore David Porras said.

Other incoming freshmen believe the placement of physical education into the GPA would be beneficial to them.

"Gym should be treated as a regular class," incoming freshman Leif Dormsjo said. "Unlike some other classes, phys. ed. is going to help you in the future by keeping you in shape."

Other incoming freshmen believe physical education should not be fixed into the GPA because it is not an academically oriented class.

"I do not think your physical capability of doing something should determine your GPA," incoming freshman Amanda Cohen said. "The GPA should only be representative of academic subjects."

While students have differing views toward the recent emphasis on physical education class, Gilbert stressed the importance of physical education classes, regardless of whether it affects the GPA.

"Kids now are heavier and more out of shape than kids of past generations," Gilbert said. "Health costs are rising and this is a generation that is not active. When you do not know what it is like to exercise, you are afraid to do so."

Gilbert added that the way in which physical education is taught now is for lifetime sports and fitness activities that will serve as preventive measures against cardiovascular diseases and obesity.



LOOKING BACK. As the '88-'89 school year comes to a close, students, such as this one, gaze backward at their memories of Shaker.
Photo by Evan Weinstein

Shakerite captures top ranking in major national competitions

BY JOSH LEVY
Co-Editor-in-Chief

The National Scholastic Press Association's National Pacemaker Award as well as the Columbia Scholastic Press Association's (CSPA) Gold Crown, two of the most prestigious accolades given to high school newspapers, were presented this year to the 58th volume of the Shakerite.

This is the first time the Shakerite has won either of these awards in its 59 year history.

According to CSPA executive director Ed Sullivan, the Shakerite's praise derived from the staff's coverage of racial imbalance in the school curriculum and the paper's innovative layout and design produced on the four Macintosh computers.

READ THE **EDUCATION** INSERT

School board seeks bond issue on future ballot

The school board is looking into the possibility of issuing new bonds to willing buyers, according to Superintendent Mark Freeman.

These bonds are contracts that would be sold by the school district as a means of raising revenue for projects and badly needed repair work, Freeman said.

Before the district can act, the voters of Shaker must approve the sale of these bonds.

the BRIEFS

SHAKERITE

—FROM STAFF REPORTS—

Freeman said that the money gained from the issuing of bonds could be used for building improvements and repairs, as well as for a new high school track.

UNITY OFFICERS ELECTED

Unity, the new student group aiming to create racial awareness and unity within the school, has announced its officers.

Elected were sophomore Randy Stokes, president; sophomore Lisa Calhoun, vice-president; junior Jennifer Parker, secretary; and junior Farris Isler, treasurer.

According to Stokes, the group is hoping to become more integrated and welcomes any new member, regardless of race.

The group will be meeting on Wednesdays after school in the small auditorium.

SUMMER IMPROVEMENTS

External and internal improvements of the high school are being planned for this summer, said custodians Ezra Levert and Joe Frierson.

Among the things that will be repaired or replaced are windows, doors, desks and heating units, they said.

According to Frierson, the janitors will also be stripping the floors, washing and sanitizing the toilets, applying paint where needed, washing the walls and cleaning furniture.

The school's athletic facilities will also be worked on this summer.

The swimming pool will be drained and fixed, the tennis courts will be repaired, and the football field will be prepared for the upcoming season.

Frierson also said that there is a possibility that the track might be resurfaced.



RIDIN' THE RAPIDS. Juniors Paul Webb and Kristy Graham battle the waves while on a school sponsored field trip to Maine. Thirty-seven students, accompanied by science teachers Robert Sylak, Katherine Brown and Louisa Starr and unit principal William Trost, visited Acadia National Park, climbed mountains and tried their hands at kayaking. The students also attended lectures on the environment. PHOTO COURTESY OF KATE HAMANN

COMPUTER BITS

A team of four computer scholars from Shaker placed second at a computer contest held at John Carroll University on June 19.

The team, competing against 22 other schools, consisted of seniors Walter P. Ryder and Joseph Moss and juniors Josh Polster and Kent McCrea.

The teams were given five problems to be solved within a three hour time limit. Each complete program was worth 1000 points, with points taken off for errors.

Shaker finished with 4321 points, second only to Warren Harding High School's 4465 points.

On the subject of computers...

The computer department has added the FORTRAN (FORmula TRANSLator) programming language to its curriculum.

The course has been offered in the past, but was canceled due to a lack of student enrollment, according to department head Anthony Smith.

CHESS TEAM

The chess team finished the year with a 3-3 record despite four matches that were canceled. Coached by social studies teacher Ruben Henderson, the team hopes to go to the state tournament next year.

According to Henderson, other goals for the team next year are to establish a Shaker Letter for members and to increase the playing time for each individual.

GRADUATION

Graduation ceremonies for the Class of 1989 will be held on June 15 at the Front Row Theater.

Speaking at the ceremony will be superintendent Mark Freeman, principal Jack Rumbaugh, and senior class president Tara McElroy.

Diploma covers will be given to the graduating seniors to minimize confusion and to ensure student behavior. The actual diplomas can be picked up the following morning, Friday, June 16, provided all outstanding fines have been paid.

State taekwondo competition held at Shaker

Shaker TKD Club prodigy seeks fifth junior national title

BY JOSH LEVY
Co-Editor in Chief

As 1988 Taekwondo Olympian and Shaker resident Kim Dotson sat on the sidelines, over 100 young Olympic prospects competed in the Ohio State Taekwondo Association Junior Championships May 27 at the high school.

According to the tournament coordinator, Shaker Taekwondo Club instructor S. Jamal Oden, competitors in the tournament ranged from ages six to 16 and were at various levels of difficulty. The competition was divided into advanced, intermediate and beginners levels. The top three finishers in each division would qualify for the Ninth United States Taekwondo Union National Junior Olympic Taekwondo Championships, June 22-24, at the University of Minnesota.

The top four 13 to 16 year old Black Belt finishers at the junior national tournament will be eligible for the US Junior Team Trials at the First Junior World Taekwondo Championships in August at Colorado Springs.

Oden said all of his taekwondo students qualified for the junior national championships.

"[The other Shaker Club instructors and my-

self] were confident our kids would perform well at the state level, and they did," Oden said. "We mostly prepare our kids for the national tournament."

One clear result of Oden's preparation for the national tournament is four-time junior national champion Gilbert Johnson. Oden has coached Johnson, 11, for five years. At the age of eight, Johnson became the youngest American ever to achieve a Black Belt in taekwondo. Oden has great confidence in his young prodigy.

"[Johnson] is a superstar," Oden said. "It is very probable he will be on the US Olympic Taekwondo team at Barcelona."

Taekwondo will be an exhibition sport at the 1992 games in Barcelona, Spain. Participants hope taekwondo will be a medal sport for the 1996 games.

While softspoken, Johnson has confidence in himself as well. Johnson said that his future plans involve a trip to the 1992 and the 1996 Olympic Games.

Johnson attributes much of his success to his coach.

"No one is better than [Oden]," Johnson said. "I started taekwondo when I was six years old, and [Oden] has been with me all the way."



BREAK IT UPI Two participants tangle in the sparring competition of the state taekwondo tournament held at Shaker. PHOTO BY EVAN WEINSTEIN

Placing gym on GPA is unnecessary

The ideal of the student athlete is an ancient goal. The Athenian Greek was instructed to develop a "sound mind in a sound body." The early Olympic Games included a poetry competition along with racing and shot-put.

Today's Olympic athletes are not expected to recite poetry; nor are popular authors less respected for a lack of athletic ability. Still, American society is pushing towards an era of greater physical fitness.

Perhaps it is this national trend which prompted the administration to include a student's gym grade in his grade point average (GPA), beginning with the class of '93. The Shakerite cannot condone this policy on the grounds that the purpose of physical education, as we under-

stand it, is inconsistent with that reflected in a student's grade point average. True education in athletics and development of physical abilities is apparently not the intent of the physical education department, and certainly not the product of gym class. Physical education can currently

establish no more than keeping students in shape. If grade point average is a reflection of a student's achievement in subjects of instruction, than physical education, in its present un-instructional form, cannot be figured into the grade point average.

Gym class is often an arbitrary and undisciplined arrangement. Standards of performance vary from class to class. Most often grades are based on attendance, punctuality, dress and a minimal amount of

cooperation. The present level of inconsistency, and the lack of encouragement and evaluation of real achievement, evidence the fact that gym is not the sort of class

eligible for contribution to grade point average. Those upperclass courses which claim to be instructional courses are too short-term and generally unstructured to have a lasting effect on a student's skill. Also, the short duration and limited facilities in gym courses make truly effective training in physical competence very nearly impossible. It is, as well, often difficult to evaluate achievement without favoring those more innately athletic.

Because physical education is limited for the most part to maintenance of fitness, it should remain mandatory, but not part of

the GPA.

The argument may be made that including the gym grade in the GPA is necessary for incentive to effectively keep students fit. However there are easily available alternatives. Physical education standards for participation could become more strict so that an unacceptable amount of effort from a student will result in failure. Though the 'F' would not be included in the GPA, it would prevent the student from graduating if the course were not repeated with acceptable participation—enough participation to ensure physical fitness. In this way, the only feasible purpose behind physical education (maintenance of fitness) could be achieved without reducing the meaning and significance of grade point average.

the LETTERS

SHAKERITE

POM SQUAD DISCRIMINATION

To the editor,

I feel that we, the black girls who participate in pom squad and cheerleading, are being discriminated against. I don't feel that any extra-curricular activity should be cancelled because of color. I do not believe that it is fair that there must be a certain percentage of whites on poms or cheerleading or the activity will be cancelled. If you are good, you are good, regardless of your color. If we are going to cancel these activities because of color, then I feel that we should cancel field hockey and swimming; there are only a few blacks who participate in these activities. Shaker is red and white, not black and white, and we should be judged by excellence, not by color.

Sincerely,
Jomill Wiley
Sophomore

STUDENT RESPONDS TO 'GUN' ATTACK

To the editor,

This letter is in reference to Todd Vogler's letter which was printed in the May issue of the Shakerite. In his letter, Mr. Vogler expressed his dissatisfaction as to the type of articles covered in the newspaper, in particular the article about gun control. In his opinion, the school newspaper should devote its time to community and school events.

I strongly disagree. Articles dealing with relevant issues certainly do belong in the Shakerite. They inform us of what's going on in the world in which we live and enable us to form and develop our opinions about relevant matters. How else can we do so if our school newspaper does not encourage us to think by printing articles that deal with issues that directly affect our lives?

Sincerely,
Alisa Warshay
Sophomore



SHAKERITE ARTWORK BY RICK SMITH

the SHAKERITE

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- ☒ NSPA/JEA National Pacemaker Award Winner
- ☒ CSPA Gold Crown Award Winner
- ☒ Class A all-newspaper Golden Flash Award Winner

THIS ISSUE, A PUBLIC FORUM FOR AND ABOUT THE STUDENTS OF SHAKER HEIGHTS HIGH SCHOOL, IS THE EIGHTH ONE OF THE 1988-1989 SCHOOL YEAR.

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'Talkin' 'bout my g-g-generation'

PERSPECTIVE

SHAKERITE

BY AUSTIN RATNER
Opinion Editor

It has been noted that societal trends recur in cycles—that attitudes of a generation and its accompanying styles, endeavors and artemerge periodically and consistently. Such re-emergences of generational attitude in periods of history may be coincidence; and of course the basic motivations of human beings, inherent to their nature, remain the same. However, certain prevailing characteristics do make one generation distinct from, or similar to, another.

Indeed, when looking at the progression of history throughout the 20th century, an alternation of societal inclination is evident.

The turn of the century was characterized by progressive reform concerning labor, introduction of radical new philosophies such as Marxism, and popular involvement in politics.

The period following World War I was one of disillusionment, abandoning of ideals which no longer seemed attainable, materialism, rejection of radicalism, and comparatively much less individual concern over political affairs and social change. The Great Depression marked the beginning of renewed interest in politics and social change with support for the radical New Deal and patriotic enthusiasm during World War II. Following the war was another period of intolerance for change, departure from the individual's involvement in politics, and less striving for parity and ideals in society. The 60's reversed this trend with a brief but intense movement of popular political involvement and pursuit of ideal equality.

This brings us, more or less, up to the youth

of today, a difficult generation to fit into the cyclical scheme. There is very little uniform characterization of this generation at all, if only that we are characterized by a lack of consistency.

Though we have yet to analyze the literature and expression of our generation, there are a number of observations which now signal conformity with the 'trend of alternation.' There is a lack of individual concern over social and political affairs, a heightened level of materialism and a rather blunt rejection of all idealism on the basis of its lack of immediate pragmatic value. As in all of the previous eras, our leadership reflects the popular sentiment: a general lack of concern and pursuit of largely pragmatic, short-reaching programs.

Although some characteristics do signify a uniformly more conservative generation, a vacillation as to identity is also apparent. Many splintered and indistinct social groups are visible here

at Shaker. This lack of commitment, though no indicator of greatness, may be considered (with some optimism) an asset of our generation, for the best political stability may be gained from balanced moderation, and a lack of uniform commitment to the extreme may indicate moderation. A balance of idealism and pragmatism, government intervention for support and security of the people, and freedom and initiative of the people promises elimination of the unproductive swing from excessive extreme to reactionary and excessive extreme.

Perhaps our generation contains these moderate elements and is capable of seizing on the apparent global move toward moderation, as has been suggested by the communists' reform in China and the U.S.S.R. But history teaches well, and confidence in the exceptional appearance of the 'Moderate Generation' is truly a show of ardent optimism.

Chinese students demand democracy, U.S. is imperfect model

BY STEPHEN LEE
News Editor

It happened here in America over two centuries ago.

It's happening now in the People's Republic of China.

Revolution.

It's more than a bunch of students demonstrating. It's more than isolated unrest. It's more than a short-lived youth uprising.

It's Revolution. A complete upheaval.

The students in China are demanding change. They want democracy, and they want now. Freedom is in their hearts, and they won't be satisfied until it becomes a reality.

Send the authorities in, declare martial law, send the troops in... Nothing will dampen the spirits of this new generation of Chinese students.

Said one student to the New York Times "I don't know exactly what democracy is, but we need more of it."

However ignorant it may sound, there is truth to what this student is saying. The world would indeed be a better place if there were more of it.

But a word of warning to the Chinese students: in their efforts to gain democracy, they should not try to emulate the United States in all respects.

Student demonstrators have been seen waving miniature Statues of Liberty in the air. They have even constructed their own version, which they call the "Goddess of Democracy."

The Statue of Liberty stands for Freedom, Democracy, and Unlimited Opportunity. In this respect, the Chinese students could not have chosen a more appropriate symbol to represent their cause.

But perhaps when they chose the Statue of Liberty as a symbol, they were not aware of



what else the Great Green Lady stands for nowadays.

For example, she stands for 13.5 million crimes committed every year. She stands for 130,000 babies born out of wedlock every year. She stands for 22 percent of students who do not finish high school. She stands for thousands of kids hooked on drugs. She stands for former KKK leader David Duke being elected to public office. She stands for George Bush and Dan Quayle.

In short, she stands for America. America the Beautiful.

Sure, we live under a democracy. But the state of the American society is not a good example of what the students in China are hoping to attain.

We Americans have been spoiled by the system. We have lost respect for what the Statue of Liberty was meant to stand for. We have forgotten the spirit of the original American revolutionaries, who truly understood and respected the value of democracy.

Perhaps the Chinese students would be better suited to a democratic society than we are. For one thing, they show more maturity and sincerity than their American counterparts.

The students in China value their education. They regard education as a privilege. The majority of American students, on the other hand, regard education as a burden. They are less devoted to studying and are not as dedicated to

their own ideals as the Chinese students are.

The students in China realize that an understanding of foreign cultures and languages is vital to becoming a world power. For example, English is taught to all students in China, providing them with a definite advantage in dealing with the West.

Here in the United States, students are not consistently encouraged to become proficient in any language beside English.

One other important difference exists between China and the United States.

The students in China really want democracy, and their spirit reflects it. Millions of students from all over China have joined together in a common cause. Several thousand were even willing to sacrifice their lives by going on a hunger strike.

Here, in the good old U.S.A., no such spirit exists. We can't even unite the students in our own school, let alone in the entire country. And when was the last time you were willing to lay down your life — for anything?

The United States is in a bad state. We don't realize the value of democracy. We take our freedom for granted, and we are exploiting it, perhaps unconsciously. And our country is suffering because of it.

So before we can be a role model for other nations to follow, we must clean up our act.

The students in China are ready for democracy. We Americans still have a lot to learn.

'89-'90 staff takes over, new editors-in-chief discuss coming year

BY SARAH DAVIS AND JOSH LEVY
Co-Editors-in-Chief

Hi, this is Sarah! Hi, this is Josh! We apologize for interrupting your studying for finals, but we had to print out one last issue. This issue is the first compiled by the '89-'90 Shakerite staff. We hope you enjoy it.

Next year, we plan to cover as many facets of the school as possible. We will not neglect the rights of freshmen or the Equestrian Club. But if you feel we are leaving you out, please write us. The newspaper is a forum for and about you, the students, and we must be alerted to your concerns to fulfill this role. The Shakerite is your chance to express your views through letters to the editor. We love your letters!

We also appreciate the increased availability of parking spaces on the oval. And while this year's senior prank was a dud, we still miss them. This issue recognizes individual seniors on the sports page and in the special education insert. And, following the Shakerite's annual tradition, we list the future plans of this year's graduating class.

Plus, this issue covers varying points of interest, such as Taekwondo, Italian food and a student's view of the protests for democracy in the People's Republic of China. It is our good fortune as Americans to enjoy democracy and subsequently freedom of the press. While other school newspapers across the country and in the Greater Cleveland area have been censored by their school's administration, it has been Shaker's policy to allow responsible, free student speech via the Shakerite. Let us hope this continues.

It is our responsibility to cover the issues concerning Shaker students and residents. "A community is known by the school it keeps," and we intend Shaker to be known by the paper it keeps.



WHAT'S ITALIAN!

On top of spaghetti

BY SHERI SPITZ
Spotlight Editor

Picture this. As you sit down at the table in your new white sweater, your mom puts a big plate full of spaghetti on the table in front of you and says, "Now don't spill any. Spaghetti sauce is impossible to get out. Maybe you should tuck a napkin into your shirt." You confidently assure her that you will be just fine and proceed to twirl a big mound of the stuff onto your fork.

As you slowly raise the fork to your mouth, anticipating the taste, one lone noodle slithers off the fork onto your sweater, and from your sweater it oozes its way down to your new pants leaving a trail of that "impossible to get out" spaghetti sauce in its wake. You look up guiltily and catch your mother's eye.

What can be done to keep your mother from saying those four awful words that are sure to follow this disastrous mistake. You all know them you've all heard them before. "I told you so!!!" The only way to prevent those dread words from spewing forth is to erase those past events. You simply cannot spill that spaghetti, or any other Italian food for that matter, on your clothes. Here are a few tips to help you out.

● When eating pizza, one of the biggest, messiest problems is the topping. To get rid of this icky mess which is naturally attracted to your shirt, remove the toppings and eat them separately with a fork. If the crust of the pizza is loose and flimsy, take a firm hold of the back of the crust with your right hand and support the bottom with your left hand.

● Another method to get rid of the mess the top of the pizza creates is to roll the pizza crust into a circular tube. Hold the pizza longwise over the plate. The toppings, along with the sauce, will squish out of the sides. This way, when you eat it, you have an interesting shape to look at, and you won't have to deal with the toppings. Again, as in the above step, the toppings should be eaten separately with a fork.

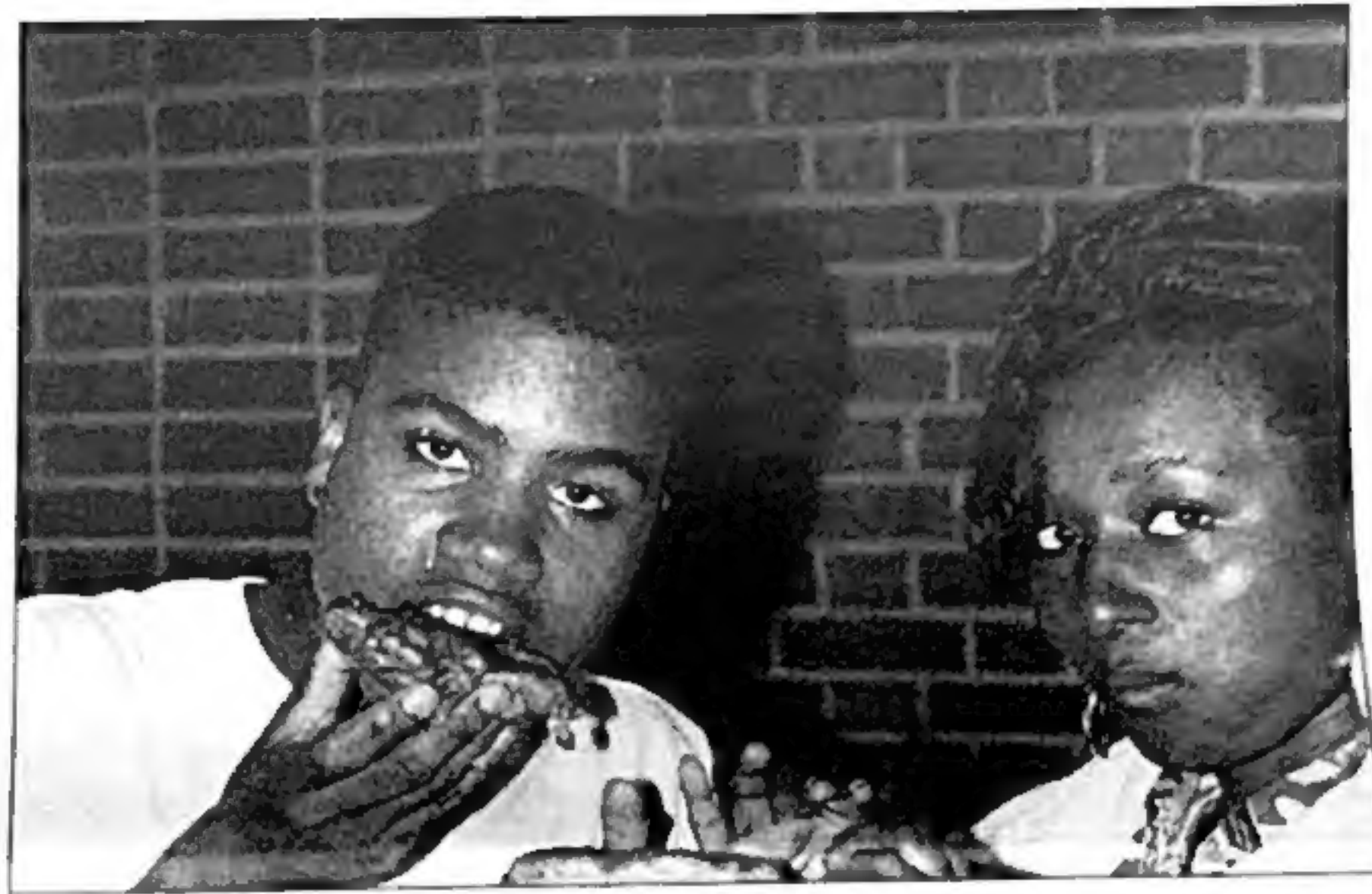
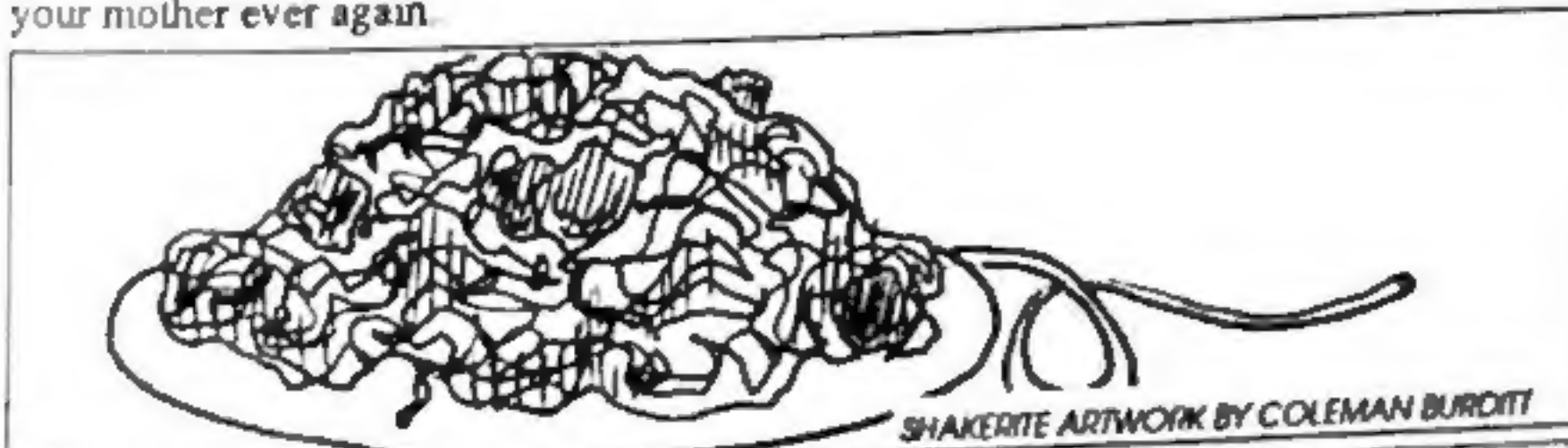
● Just because you sat down in an Italian restaurant doesn't mean you have to order Italian food, right? So when the water comes to your table, and everyone else orders lasagna or rigatoni, you can look the waiter in the eye and ask, "Do you have any hamburgers?" If the waiter says "no" then you can order a nice un-messy salad. (Provided they don't throw you out of the restaurant first.) Your meal may not be as good as everyone else's, but that's the price one must pay to remain clean.

● This tip is simple and easy. Just wear all red. Eat whatever you want, however you want, and anything you drop will blend right in! (Of course, that will be the one time you don't spill!)

● Who says Italian food is so great anyway? Scratch the pasta and go straight for the MSG. When you decide where to go for dinner, go for the Chinese!

● This last tip is somewhat embarrassing and should be reserved for home Italian meals only. Somewhere in the house, there must be a bib. If worst comes to worst, and none of the tips mentioned above work for you, you could always wear the bib. Be warned, there should be no guests in the house and all siblings should be properly threatened with severe pain if they laugh!

Not all of these tips are 100 percent effective. However, if used carefully and with extreme caution, they will hopefully help you to deal with the problem that we all face. And maybe, if you're lucky, you won't have to hear those dread four words from your mother ever again.



GRUBBIN'. Freshman William Earley and sophomore Andrea Brown relax as they enjoy one of the two weekly pizza sales held after school. They are daring as they attempt to eat their pizza without any protection for their shirts.

PHOTO BY EVAN WEINSTEIN

Say goodbye to the cardboard pizza blues

Shaker pizza changes for the better

BY RYAN HIGGINS
Staff Reporter

Paving been raised in Providence, Rhode Island, home of one of the largest Italian populations in the nation, one thing I developed was a taste for great pizza.

Yet after six years of living in Shaker, I became accustomed to cold greasy pizza delivered to my doorstep a few hours late, the crust tasting like the box it came in, spread with a third of an ounce of artificial cheese. Pizza topped with an occasional canned mushroom, withered onion, or freeze-dried pepperoni slice became not only normal, but appetizing.

Being so used to this "pizza," I had forgotten what the real thing tasted like. Until now.

In June of 1985, entrepreneur Mike Friedman began a four year search for America's best pizza. His travels took him to New York, where he found an Italian restaurant called Captain Tony's. Convinced that he had found the best pizza, he bought the franchise, and on March 10, he opened his own Captain Tony's at Shaker Square. The restaurant offers free pizza delivery in a reasonable amount of time, and unlike most pizza places that deliver, the pizza arrives hot and fresh.

"I found [Captain Tony's] in Rochester, and Shaker needed a gourmet pizza, so I brought it here," Friedman said.

Gourmet pizza is exactly what this is. Captain Tony's offers the most generous helpings of fresh toppings and cheese in the area. The restaurant makes its own sauce daily and dough for crust twice a day.

"I sincerely believe this is the best pizza in America," Friedman said.

You might expect to pay high prices for "the best pizza in America," but it is surprisingly inexpensive. The same size pizza runs an average of two to three dollars more at Captain Tony's than at other fast food pizza places. However, the quality is such that, two or three pieces of Captain Tony's pizza fills me the same as four or five slices of those other fast food places.

In addition to the regular pizza, Captain Tony's offers deep dish, stuffed, and five-cheese pizzas, calzone and countless other variations on the basic pizza. It also serves other popular Italian dishes, including spaghetti, lasagna, and egg plant parmesan.

Captain Tony's has brought a new idea in pizza to Shaker, offering homemade Italian style pizza, at a very reasonable price.



OHIO! Above: 14 Japanese students from Takatori High School perform native dances and songs at a welcome assembly. The Japanese students were hosted by Shaker and Beachwood students who are involved with the jointly run Area Studies program. Students spent almost a month together exchanging ideas about the two cultures. This summer 12 students are traveling to Japan and will attend Takatori High School for a month. PHOTO BY EVAN WEINSTEIN

ACTORS GALORE! Below: The cast of "King of Hearts" prepare to perform in the theater department's Dec. 1-3 production. The "King of Hearts" is a controversial musical based on World War I life in a French village under German occupation. The characters live in an insane asylum but seem to know more about the meaning of life than the "sane" soldiers. PHOTO BY EVAN WEINSTEIN



THE GIFTS OF LIFE! Above: Michael Rone donates blood at the American Red Cross Bloodmobile. Some students fainted, some enjoyed laughs, while many others waited in anxiety as their turn to let the nurse prick their skin came closer. 303 pints of blood were given by students throughout the school year. PHOTO BY EVAN WEINSTEIN

PRESIDENTIAL RACE '88! Below: Former President Ronald Reagan, during his last months in office, campaigns for President George Bush. Reagan spent time at Bowling Green State University where some Shaker students heard him speak. PHOTO BY EVAN WEINSTEIN



YEAR

in review

BY LINDSEY KLINE
Staff Reporter

Whether it is the Red Raider boys' basketball championship or the tennis team's victories, the enforcement of the hall pass, walkman and hat rules or the prom, almost everyone can name a memorable event that happened this year.

Oh, of course we could name all the great sports teams and the terrific clubs, but that is an article in itself. So how about starting with the new rules and regulations that were enacted this year?

"I can understand that walkmans can be disturbing if they are used in the middle of class, but during free periods we ought to be able to use them," senior Martha Berger said.

Senior Sharon Bliss agreed but added that "we should be able to wear whatever we want to as long as it is not offensive or distracting. Hats are not."

Some people agree that the hat and walkman rules are frivolous, but others feel that these are useful steps toward making the school a better place.

"The rule is good because hats and walkmans could have disrupted the classroom," said sophomore Malcolm Becker.

Hall passes were needed last year, although this was not strongly enforced. This year, passes have been checked regularly during classes and lunch.

"Hall passes are all right. I really don't have that much of a problem with them," said junior Audrey Ward.

Others, though, feel that this rule is insulting.

Security guard Kimberly Branch stated that hall passes have been a plus for our school and gave three reasons for the need to enforce hall pass rules:

- 1) When students are in the halls, they eat, and then there is a mess for the custodians to clean up.
- 2) People get too loud and disturb classes.

3) It is the one way to really monitor the environment.

This year the 23 minute lunch period replaced the 50 minute lunch period.

"The 23 minute lunch period is dumb," sophomore Joe Crawford said. "Last year it was better because we got to go places, and we were able to get back in time for our next class."

Others feel that the 50 minute lunch period caused trouble in the lunch room and in the halls.

"I think the administration made the lunch periods shorter to eliminate the craziness in the hallways," said Branch.

Though all these new rules have been enacted this year, some people feel that they were not enforced as well as they should have been.

"At the beginning of the year the rules were working, but lately there has been a change. It is partly everybody's fault. Everyone needs to keep pressing to reach the ultimate goal. Students need to have pride and take the initiative," said guidance counselor Kenneth Looney.

But how did we benefit from all of these rules and what will happen next year? According to Principal Jack Rumbaugh, students benefit from academic excellence, school integration, and pride in the school.

"We are looking towards more student achievement in math and science," said Rumbaugh.

Rumbaugh also hopes to expand the global studies department, have smaller homerooms for freshmen and provide more opportunities for learning disabled students.

"There will be more emphasis on student responsibility, and we will work towards becoming an even better school," said Rumbaugh.

Taking the chance to dance



SHAKERITE ARTWORK BY COLEMAN BURDIT

BY SUSAN CONNELLY
Feature Editor

After school when other students are playing sports, doing homework, or watching television, Anna Baris is busy in a Cleveland Heights dance studio working to perfect her dream: ballet.

At age four, Anna Baris began ballet at her local YMCA and she has been dancing ever since. For Baris, succeeding at ballet has been a difficult trial. In addition to playing the piano, participating in senior ensemble and being an honor student, Baris dedicates an average of sixteen hours a week to ballet. She dances either on her

own or at Cleveland City Dance with her instructor, a member of the Cleveland Ballet, Joseph Glowik. Baris said that it has been difficult to manage all of her activities, but the commitment has been necessary.

"Ballet is a discipline," Baris said. "You have to be willing to make sacrifices if it is in your heart. The difference between a good dancer and a bad dancer is how much time she spends on her own."

This fall, Baris will begin the final stages to her training. In order to make time for the extra practice necessary to get into a ballet company, Baris will rearrange her school schedule. She has two plans to choose from: continuing to dance at Cleveland City Dance, only attending first and second period of school; or she will attend the San Francisco School of Ballet and finish high school through correspondence. Although Baris thinks that either choice would help her technique, she also said that it is risky to go to a large city such as San Francisco on her own. Bonnie Baris, Anna's mother, agrees that it is a big chance. However, she thinks that it is a chance worth taking.

"Anna's not doing things the traditional way—going to college, getting married, etc.," Bonnie Baris said. "But this is what Anna has been working towards. If she wants to dance then this is something that she has to do. Dancing is something that you cannot come back to when you are 30. You have to do it when you are young."

Terry Pollack, Baris's social studies teacher, agreed that studying ballet would be extremely beneficial.

"I think that it is a great experience," Pollack said. "What she is going to discover is that going to ballet school is an extension of her education."

Baris agreed that ballet is an education in itself.

"People think that dancers are brainless, but it involves such perfection, and such dedication," Baris said. "Ballet teaches you a mind-set. I have learned that you just have to do it; you cannot

just expect things to happen."

Baris believes that in order for a dancer to succeed she must practice extensively. She also said that the problem a lot of dancers have is that of becoming caught up in technique and forgetting about the style.

"You have to get the basics to start out with, but then you have to relax and let go and trust what you have learned," Baris said.

A few years ago Baris quit ballet because she thought that she would never get anywhere in a dancing career. She believes that the break helped to enhance her technique.

"The break gave me a chance to put things into perspective, to figure out why I wanted to dance and whether or not I wanted to make the commitment," Baris said. "Now I dance with Joseph Glowik. He helped me to learn how to dance with feeling. I think that he is what brought me back to dancing. He gives us things that are too difficult for us. He gives us goals to work toward. He inspired me to consider San Francisco, and he has helped to set things up."

Although Baris still believes that it is difficult to succeed in ballet, she will not give up.

"Some companies look only for the perfect body or face, but there are some companies that look at your spirit and expression," Baris said. "That is where I hope to get in."

James Thornton, head of the theatre department, believes that that is exactly where she fits in.

"On stage Anna has a certain empathy—an impact with her body and face. She can communicate a feeling by the way she stands," Thornton said.

Baris has spent hours beside a ballet barre perfecting her technique and style by doing exercises that involve the extension of the leg and the pointing of the toe. Although strenuous training like this has taught her to appreciate the beauty and necessity of discipline, Baris said that it is the spirit and style of ballet which attracts her.

"Ballet is a different expression than words, acting or music. It is a wonderful feeling to express something through your body," Baris said. "That is what brought me back to dancing."

Can you pass the **SNOB** test, Shaker?

BY SUSAN CONNELLY
AND RACHAEL RATCHESON
Feature Editor and Staff Reporter

Are you a typical Shaker student? Is your closet full of turtlenecks and khaki pants? Are you cliquish and conceited?

If you can answer "yes" to any of the above, you are part of the reason why other schools resent Shaker. They resent Shaker's perceived attitude of superiority. We do have nationwide recognition for our schools and the beauty of our community. But does this make us snobs?

Here is what area students say about Shaker: "Shaker seems to be in a world of their own. They never let any outsider into their cliques," said Orange senior Joanne Servge.

"Shaker shows an extreme amount of snobbery. I have been to some of the games played

with Shaker and the people just looked at me funny because I was not one of them," said Warrensville junior Jeremy Anderson.

"I would not say our school [Beachwood] has a nickname for Shaker but I do have to say we talk about the people who give us a reason to talk. Like those girls who walk around Beachwood place flashing their daddy's credit cards, you can just tell they are from Shaker," said Beachwood sophomore Jenny Anderson.

Interestingly enough, many Shaker students would classify Beachwood students as the ones flashing their father's credit card. However, some Shaker students agree that their peers are conspicuous consumers.

Many daily high school scenarios do sound

like soap operas. The latest gossip often revolves around who is "in" and who is not.

"Shaker is cut up into little groups. They do not except challenges from other [new] people," said junior Mike Zemel.

On the other hand, most high schools do contain cliques. Teenagers are notoriously concerned about belonging to the right crowd and maintaining the correct image. So, really Shaker is not much different from other high schools.

Still, judging from the comments above, there is definitely room for improvement.

"Shaker knows where their problems are," said Warrensville senior Beth Jackson. "They could be a really cool school if they tried. They do not have to go far, either."



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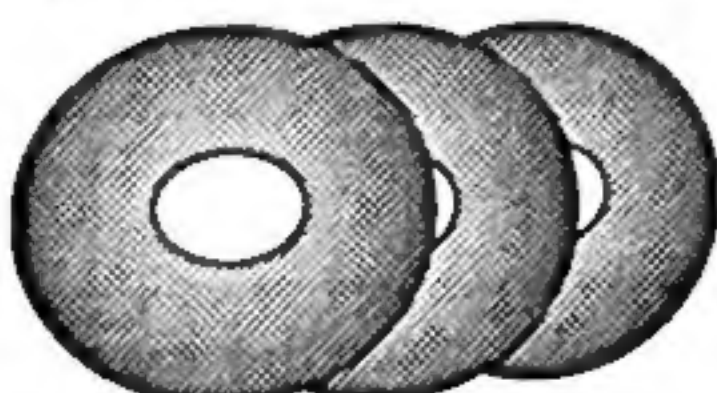
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SHAKERITE

Vacationing at school

Students endure the heat and homework

BY JILL PELAVIN
Staff Reporter

Summer. Fun at the pool, sleeping as long as we want, and best of all: no pressures of school.

For some students, this is not the case. They have to get up at seven and study for tests because they have summer school.

According to summer school and social studies teacher Terry Pollack, students go to summer school for enrichment, interest, a desire to graduate early or to make up a course they have failed.

"Out of the 258 summer school students last year, approximately 1/3 took new credit courses, and the remaining 2/3 took it to improve [a grade] or because they failed," said summer school director Dorothy Bruggeman. Bruggeman added that the grade received in summer school does not replace the old grade, but it shows on the transcript as another entry.

Last chance: It seems most students who have attended summer school to receive a higher grade or retake a class they failed during the required school year do better in summer school.

"I think most people do better because it is their last chance and there are no other classes to worry about," said former and on-going summer school student Jacalyn Halle.

Other students believe they received higher grades in summer school than during the year because they work harder.

Teachers agree that an advantage of summer school is the one on one attention.

"The classes are smaller, so you are able to do more individualized work," said summer school [math] teacher Ovella McIntyre.

"I think most people do better because it is their last chance and there are no other classes to worry about."

— JACALYN HALLE

Some students feel the teaching methods are more fun in summer school.

"Typing was boring, but science was fun. We divided the class into teams and played games as fun ways for us to learn," said Halle.

Students feel teachers use these methods purposely in order to get students involved in their work.

"They have to get our attention because it is hot and the classes are long," said Lisa Leyser.

Class offerings: The classes, ranging from math to typing to sociology offer two periods from either 7:45 a.m. - 10:05 a.m. or 10:10 a.m. to 12:30 p.m., with the exception of

Shakescenes, from 1:00 p.m. - 4:30 p.m.. Some classes are offered only one of the two periods. According to Bruggeman, the classes are limited to a maximum of 15 students as of this year, unless more students are approved by the teacher. This encourages learning in a favorable environment, she said.

Although the cost of \$135 per course may seem high to some students, head guidance counselor Jeff Lewis thinks it is a reasonable price.

"One hundred and thirty-five dollars is not much if you consider tutoring for \$25 an hour with 40 hours needed to receive one credit," Lewis said.

Pop quizzes: Besides the long classes and the fact that almost everyone is sleeping while you might be having a pop quiz, summer school interferes with student's activities.

"If you plan to work, it takes time away from jobs and other activities, plus it cuts short your vacation," said summer school principal Isaac Smith.

However, students who are not planning on working or going away to camp, did not think it was too bad.

"I was not planning anything, so it was kind of fun because I understood what I was learning and I got an easy 'A,'" said junior Christie Robertson.

Robertson retook science after receiving a 'D' in level four. She could only take level three at summer school.

"It does not make a difference if you fail a level four class and drop into level three because it will be easier," said sophomore Theresa Godbold.

Easy or not, some students feel the only reason they do better in summer school is because they have had the same material before.

"I probably would have failed if I had not taken it before," said Halle.

What teachers do for SUMMER

BY JILL PELAVIN
Staff Reporter

They spend their nights preparing tests, causing students insomnia over grades. Their daytimes are spent assigning homework, causing students to miss favorite television shows. Without students to harass, teachers enjoy the summer by traveling, working, or even visiting the beach.

Some teachers do other types of unusual work.

"I will be celebrity bartending occasionally at Put-in-Bay," said science teacher Robert Sylak. The title of "celebrity" was earned by Sylak for having bartended in the same establishment for 10 years.

Other teachers are working for themselves or doing "extra" jobs we never would have guessed they would do.

"I will probably be working on my newly purchased home—on the yard and the pool. [I will also] be doing some industrial painting to supplement my income," said math teacher Thomas Patrick.

Many teachers are taking courses in music, math, English and foreign language at Kent State, John Carroll and other universities.

"We have to continue earning hours for our certificates to move to the next level [i.e., masters degree, doctorate], also to increase our pay. And, they [courses] are interesting," said math teacher Lori White.

Some teachers are traveling around the United States, while others are off to Europe.

"I am performing for the French Bicentennial in Paris," said foreign language teacher Edna Duffy. "My dance group was chosen along with four others in the U.S. to represent the American participation in the French Revolution." Duffy will be performing July 8-16.

Others are traveling to insure family harmony.

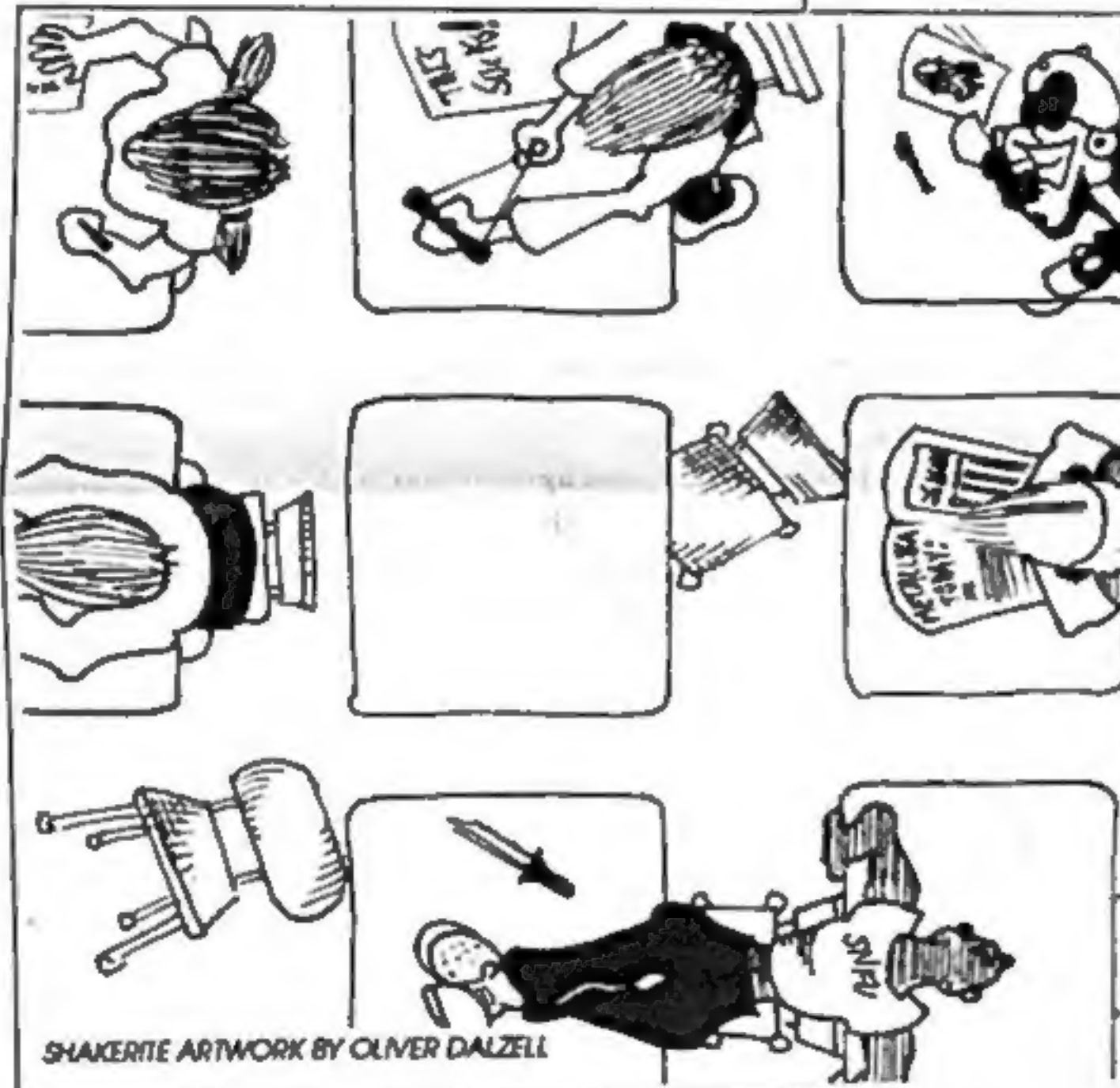
"I am going to France because my wife told me to or else she would file for divorce," said science teacher Harry Wise.

When asked how they liked having their summers off most teachers (as you might have guessed) love it, however some teachers disagree with the term "getting summers off."

"I never believe teachers have summers off because of their low salaries. Summer vacation is getting paid for vacation time and we are not," said social studies teacher Terry Pollack.

Many teachers, low salaries or no, are taking it easy and relaxing this summer.

"I plan on hitting the beaches as often as possible," said science teacher Mark Hoskins.



SHAKERITE ARTWORK BY OLIVER DALZELL

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Senior Athletes: Some standouts are leaving, but their influence remains



SWOOSH. No look and behind the back passes have made Vada Burnett the top basketball player on one of Greater Cleveland's top teams. This season, Burnett led the Red Raiders to a 18-1 record in the regular season. He was named most valuable player of the L.E.L., as well as being named to the East-West All-Star Game. Burnett was also named to the All-District team and the All-Scholastic team. He will attend Bowling Green State University.

PHOTO BY MIKE MODICA



MULTI-TALENTED. Josh Nathanson has been a stand-out baseball player and wrestler in his four years at Shaker. As a baseball player this year, Nathanson was named to the East-West All-Star game, as well as the all L.E.L. team. He was among the team's leaders in several offensive categories. He played an important role in helping the team to an L.E.L. title last year. Nathanson also was a key figure on the wrestling team.

PHOTO BY MILES MOLYNEAUX



TENNIS ANYONE? Jenny Pohl has been on the varsity tennis team for four years. In this time, she has played a vital role in the team's winning four consecutive L.E.L. titles. This season, she advanced into the state tournament with doubles partner Samone Rhodes. Pohl will attend Amherst College.

PHOTO BY MILES MOLYNEAUX



FANTASTIC FINISH. John Smith (second from the right) capped off a sensational four year varsity wrestling career with a third place showing in the state tournament at the 145 pound weight class. This year, Smith helped the team to a 9-5-1 record. He was also named to the all L.E.L. team. Smith will continue wrestling next year at Kent State University.

PHOTO BY STEVE KUJEMAN



TOO HARD. For four years, captain Dana Young has been a key member of the track team. Her biggest feat came last season when she placed second in the 800 meter run in the state meet and destroyed a school record by running a 2:14.9 in the event. Young was also the captain of the cross country team. She is leaving in the middle of July to run for Prairieview A&M university.

PHOTO BY JILL ALLEN

Losing Some Class

Michael Abrams—Hampton University
Ingo Abt—Exchange Student
Kelli Adams—University of Cincinnati
Shawna Ahern—Arizona State University
Allison Ailer—Miami University
Jason Apple—Northwestern University
Andros Arrington—Ohio University
Kimberly Arter—Full Time Work
Jamie Babbitt—Barnard College
Tanya Bailey—Cleveland State University
Kristi Baker—Undecided
Michael Baker—Bard College
Nicole C. Baker—University of Akron
Robert E. Baker III—Kent State University
Betsy Ann Banks—Kent State University
Jason Baris—Clemson University
Phylene Barker—Cleveland State University
Bridgette Battle—University of Akron
Christopher Baudens—Southern Methodist University
Carl Baynard—Undecided
Camille D. Beckette—Miami University
Adam Bennett—University of Arizona
Chaney Bennington—Hiram College
Joshua Berger—University of Pennsylvania
Martha Berger—Clark University
Bonnie B. Bickerstaff—Cleveland State University
Jordan Bishop—Washington and Jefferson College
John Bisler—Kent State University
Melinda Blackford—Ohio University
Brons Blackwell—Ohio State University
Crystal Blackwell—Eastern Michigan University
Raymond Blackwell—Akron University
Sharon Bliss—Kent State University
Jodi Bloomfield—University of Cincinnati
Amika Bode—Exchange Student
Rochelle Bohles—Bowling Green State University
Nikki Bolden—Ohio University
Maria Bordonaro—Miami University
Jessica Bowen—Northwestern University
Lynn Boyd—Cleveland Institute of Art
Tyronne Boyd—Wright State University
Antonious Bragg—University of Akron
Christian Breit—Syracuse University
David M. Brunsger—Baker College
Karl Bremer—Edinboro University
Jonathan Broadbent—Undecided
Ous Brooks—United States Marine Corps
Dannielle Brown—Undecided
Andre Brown—Cuyahoga Community College
Gilbert Brucken—Allegheny College
Timothy Burkhardt—University of Cincinnati
Vada Burnett—Bowling Green State University
Hallie Butze—Radford University
Maria Cammon—Cleveland State University
Mark Carlson—Miami University
Jane Carpenter—Rollins College
Cindy Y. Carroll—Ohio University
Rachelle Carroll—John Carroll University
Leslie S. Carter—Hampton University
Olga Cervantes-Jimenez—Madrid University
Charlyse Chapman—Florida A & M University
Melissa Chase—Miami University
Brian Clark—Military
Joana Claudio—Cleveland State University
Laura Coate—Indiana University
Shannon Coffey—Hofstra University
Margaret Cohen—Sarah Lawrence University
Jananna Collier—University of Cincinnati
Jason Conn—University of Michigan
Tamara Cornett—Cleveland State University
Sara Corprew—University of Cincinnati
Cynthia A. Coyle—University of Michigan
Jillian Crawford—Hampton University
Aaron Creel—Undecided
Celia K. Dale—Cleveland State University
Ryan Dean—Ohio University
Lorenzo Deangelis—Cleveland State University
Rachel DeBrier—University of Wisconsin
Lee Diamond—Work/Band
Lionel Dickerson—Cleveland State University
Vilinda Dickerson—Ohio State University
Terrence Dixon—Cleveland State University
Jeffrey Donohue—Ohio University
Lan Draper—Bowling Green State University
Mark Dreha—University of Cincinnati
Max Dupuy—Queen's University
Angela Eaton—Howard University
Wendy Edelberg—Columbia University
Jamie Edwards—Virginia State University
Edward Elie—Kent State University
Arlisa Elkins—Kent State University
Orlando Estes—Allegheny College
Alan Feuer—Columbia University
Duane Fuley—Undecided
David Finger—University of Pennsylvania
Kevin D. Fleming—Dartmouth College
Colleen M. Fitzsimons—New York University
Natalie Floyd—Northwestern University

Kymyssa Fluellen—Cleveland State University
Bruce J. Fondron—Cleveland State University
Nancy Fox—Skidmore College
Marquis Francowar—Cleveland State University
Jonathan Freedman—University of Toledo
Nicole D. Freeman—Howard University
Elona Friedlander—Vassar College
Ian Friedman—Full Time Work
Lynn Fronck—Mary Washington College
Shahira Galal—Exchange Student
Maria Galvez—Brown University
Amy Gardner—Cleveland State University
Anthony Garrett—Miami University
Anthony Garvin—University of Hartford
Ingrid S. Gates—Ohio Wesleyan University
Rachel Gaynor—University of Cincinnati
Charles Gell—Occidental College
Peter Gerber—Undecided
Darrell Giles—Part Time College/Work
Christopher Glavio—Travel
Joshua Goldberg—University of Cincinnati
Monica Gonzalez—Maryland Institute Coll. of Art
Alayne D. Gordon—United States Naval Academy
David Gordon—Beloit College
Sara Goulder—University of Michigan
Kevin Grady—University of Cincinnati
Larry M. Graham—University of Akron
Debra Grandberry—Wilberforce University
Derrick Green—Travel/Band
Alan Greenberg—Ohio State University
Allison Greene—Dance Company
Laura Greene—Indiana University
LaTonya Greenwood—University of Akron
John Gresham—Undecided
Bradson Hagar—University of Rhode Island
Alycia Hamilton—Benedict College
Tracey Hardin—Duke University
Chad Harper—Valley Forge Military College
Tamara Harris—University of Akron
Jenny Hedro—Exchange Student
Michael Hermann—Wesleyan University
Robert Alex Henry III—Syracuse University
Joy Higginbotham—Heidelberg College
Amber Higgins—Miami University
Sonia Higgins—Cleveland State University
Robert Hiles—Barn College
Raquel Hill—University of Akron
Danabeth Hodges—Indiana University
Stacey Holman—Dillard University
Tracy M. Holt—University of Akron
Sharon D. Honer—Cleveland State University
Melissa House—Syracuse University
Jason Howard—Virginia State University
Tennette Howard—Cleveland State University
Wayne Hoyer—Hampton University
Carmen Huff—Undecided
Lynda Huff—Chicago State University
Thomas J. Hungerford—The College of Wooster
Kenneth Hunt—Undecided
Susan Hunt—Cleveland State University
Jennifer Hutzler—Syracuse University
Audrey Hyvonen—Hampshire College
Jacquelyn Insul—University of Denver
Rodene Isham—Florida A & M University
Briget Jackson—Cleveland State University
Carmen Jackson—Undecided
Edward Jackson—Cuyahoga Community College
Michael Jackson—Conn. School of Broadcasting
Shyenne Jackson—Undecided
Scott C. Jefferson—Undecided
Charles Jones—Cleveland State University
Dawn Jones—Part Time Work/Religious Service
Michelle Jones—Albion College
Rayshawn Jones—University of Cincinnati
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Jordan Kahn—University of Colorado
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Elissa Diane Katz—Union College
Alison Kelly—Columbia University
Clark Khayat—Dartmouth College
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Kara L. Kirby—Part Time Work/Travel
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Steven Kleiman—University of Michigan
Harlan Klein—University of Wisconsin
Judd Kleinman—University of Hartford
Julie Koelewyn—University of Cincinnati
Jeanne Lackamp—The College of Wooster
Jennifer Landis—Undecided
Brooke Lang—Bowling Green State University
Kyle Lathon—Ohio University
Ronald Lawton—Florida A & M University
Matthew Lazenby—Duke University
Geoffrey Leach—Purdue University
Kevin Levent—Jackson State University
Frederick Lewis—Part Time College/Work
Latina Lewis—Ohio State University

Michelle Lewis—North Carolina State University
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Stephanie Payne—Full Time Work
Enca Petzold—James Madison University
Benjamin Phillips—Arizona State University
Kimberly Phillips—Hampton University
Warren Phipps—Yale University
Erich Plaxco—Undecided
Jennifer Pohl—Amherst College
Lee Ponsky—University of Rochester
Mamie Porter—Bradford College
Diego Postigo—Exchange Student
Rachel Powers—Ohio University
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Lyle Reed—St. Augustine's College
Charles Reese Jr.—Norfolk State University
Susan Renkert—Ithaca College
Jeffrey Resnick—Skidmore College
Samone Rhodes—Florida A & M University
Merna Richmond—Duke University
Byron Roberts—Undecided
Danielle Roberts—Undecided
Thomas Roberts—Undecided
Lemae Robinson—Bowling Green State University
Richard C. Robinson—Ohio State University
Teresa Romano—Undecided
Annetta Romans—Cleveland State University
Mark Rosenberry—Wesleyan University
David Rosenblum—Emory University
Margali Rosenkrantz—Undecided
Daniel Rosenzweig—Miami University
Jeremy Rosenzweig—Boston University

Amy B. Rosewater—Northwestern University
Nathan Rubin III—University of Toledo
Rory Rubin—Undecided
Dejeunetta Rucker—Undecided
Sean Rucker—Miami University
James Rudin—John Carroll University
Walter P. Rydes—Case Western Reserve University
Carlos Sanz Bravo—Exchange Student
Christopher A. Sawyer—University of Cincinnati
Randi Schmelzer—Full Time Work at WMMS
Andrew Schmidt—University of Cincinnati
Timothy Schnall—Tufts University
Ingrid Schreiber—Miami University
Marc Schwachter—University of Vermont
Art Schwartz—University of Maine
Neal J. Schwartz—Indiana University
Samuel Schwartzwald—University of Michigan
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Mary Beth Shump—Colgate University
Ralph Shine—Full Time Work
Sandra Sullivan—Trinity College
Larry Simpson—Undecided
Kelli Sims—Drexel College
Dyelle Sistronk—University of Akron
Matthew Sloan—Averett College
Eric Smith—Miami University
Jamilah Smith—Hampton University
John Smith—Kent State University
Mesodiah Smith—Undecided
Sherry Smith—Spelman University
Robert Solganik—Ohio State University
Jason Spoto—Undecided
Ariel Spector—University of Tennessee-Argentine
Jill Spitz—Syracuse University
Kevin Stapleton—Part Time College/Work
Malissa K. Stark—Colorado State University
Laura Steinbrink—Undecided
Beth Stevelberg—New York University
Heather Stevens—Wittenberg University
William Steward—Morehouse University
Yolanda Steward—Undecided
Archib Stewart—Ohio State University
Russell Stokes—Florida A & M University
Catherine Strater—Full Time Work
Richard Strickland—Ohio State University
Nicole Sullivan—Howard University
Emil Taylor—University of Akron
Oris Toome—Ohio State University
Teffanie Thomas—Full Time Work
Angela Tillman—Lincoln University
Matthew Toohy—Miami University
Yolanda Traylor—University of Cincinnati
Danielle Turner—Kent State University
Phillip G. Turner—Arizona State University
Phillip N. Turner—Ohio Wesleyan University
Jonathan Tutill—Dickinson College
Heather Ulrich—Ohio State University
Kevin Valentine—Military
William VanStolk—Columbia University
Martin VanValkenburg—Calvin College
Jube C. Vargo—Rio Grande College
Laura Vries—Part Time Work/Cuyahoga Community Col.
Tamara Waldbaum—University of Rochester
Jennifer Walker—Miami University
Richard Walker—Lake Superior State University
Tiffany R. Watson—Undecided
Roshamah Weaver—Wright State University
Wendy Weinberg—Franklin Pierce College
Samantha Weingart—Undecided
Ashley West—Yale University
Danel West—Central State University
Amy Whitaker—Boston College
Derek White—Kent State University
McRay White—Ohio University
Ruth White—Ohio State University
Dominic T. Will—University of Wisconsin
Louis Willacy—Wesleyan University
Daryl A. Williams—University of Cincinnati
Dwan P. Williams—Cumberland College
Eugene J. Williams—Hampton University
Robert Williams—Florida A & M University
Shawn Williams—North Carolina State University
Tahne Wilson—Cleveland State University
Rebecca Wochner—New York University
Jason A. Woods—Georgetown University
Courtney Woolley—United States Marine Corps
Shelia Wright—Undecided
Crystal Young—Florida A & M University
Dana Young—Paine View A & M University
Michael Zamora—Brown University
Julie Zee—Cleveland State University

DYNAMIC DUO

The doubles team of sophomores David Joseph and Jason Kaufman breezed past the sectional and district tournaments and into the state tournament in Columbus. The duo, however, failed to advance past the first round, being defeated in straight sets by Centerville, 6-3, 6-4.

"Every team is good down there. To do well, we would have had to have played well each match," Joseph said. "Unfortunately, we didn't do as well as we would have hoped," said Joseph.

The varsity team capped off an incredible season with a 20-2 record. The netters loss to U.S. put an end to their dream of reaching the state finals.

Tennis duo falls in states; baseball, track teams finish disappointing seasons

AROUND THE OVAL

SHAKERITE

SPRING SPORTS RECORDS

Baseball	15 - 9	Girls' track	3 - 3
Tennis	20 - 2	Boys' lacrosse	6 - 3
Softball	9 - 12	Girls' lacrosse	1- 4 -1
Boys' track	7 - 1		

SHORT OF STATES

Although the 4x800m relay team of senior Steve Manka, juniors Seth Connally and Aaron Henry and sophomore Eric Willis sprinted to victory at the District meet, the Red Raiders finished in seventh place.

The remainder of the team's points were gained as a result of Willis' third place in the 400m and Connally's second place in the 800m.

However, none of the runners were able to advance to the state meet.

According to boy's track coach Charles Richard, this is the first time in nine years the team did not have any representatives at the state meet.

Many of the team members attribute part of their unsatisfactory performance to the absence of sprinter, senior Alex Henry and junior distance runner Kevin McQuillen as a result of injuries.

"The team depended on Alex because he went to states last year. In a way this whole situation helped us grow," junior team member LaSean Davis said. "Also, our team did not have the depth because of all the younger members. Next year we will be one of the best teams in the area."

ONE IN STATES

After six months of grueling practice the girl's track team finally conquered one of their goals, qualifying more than one individual for the regional meet in Amherst, Ohio.

The regional qualifiers were sophomore Leslie Rosewater in the two mile, junior Sonya Traylor in the 200m and 400m and senior Dana Young in the 800m. In addition, the 4x800m also qualified.

According to assistant coach Jill Allen the girls had a larger number of individuals who performed well. She explained that the Cleveland Heights district, in which Shaker participates, usually has the most qualifiers for states.

Many of the team members are happier than last year because more than one individual qualified to regionals. Last season Dana Young was the only competitor.

After regionals, Traylor is the sole survivor as a result of her third place finish at Regionals in the 400m.

"Sonya stands a good chance [at states] because she had the best qualifying time in semi-finals at Regionals. Saturday's weather conditions were not suited for her style, a true sprinter, and the wind on the back stretch took a lot out of her," said Allen.

FELL SHORT

According to head coach Charles Longo, the varsity baseball team was disappointed with its 15-9 record.

"We did not achieve two of our goals. We had hoped to repeat as the LEL champs for a fourth straight year, and we hoped to advance past districts," Longo said. "Many coaches would have been satisfied with a 15-9 record, but I was not."

The club got off to a great beginning, winning three games out of four on its trip to Florida and earning a number two seed at the sectional tournament. After an 8-2 start, the team slumped, playing .500 ball through the rest of the season. The squad did advance to districts but were eliminated by Stowe High School by a score of 3 to 2.

The team's weakness was certainly not in their bats, where they produced an incredible .323 team batting average. It was a combination of poor defense and pitching that hurt the team.

Seniors Clark Khayat, Josh Nathanson and Jon Tuthill were named to the All L.E.L. team. Khayat and Nathanson will also represent the Raiders in the East-West All-Star Game.

HIGH HOPES

Even with all of the odds against them, the varsity softball team was able to pull themselves together and end the season with a 8-4 record within the LEL, good for a third place finish.

The first barrier for them was the weather. As a result of constant rain, the team had to reschedule most of their games forcing several double headers.

An injury to senior Ruth White, the second pitcher in the rotation, also plagued the team. With White on the disabled list, the team had only one senior, Vilinda Dickerson.

"We had a new coach and a young team," freshman Lynn Greenberg said. "Although we did not have much experience, we will be a much stronger team for years to come."

—FROM STAFF REPORTS—

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Education

VOL. 59 NO. 8

At Shaker, the community supports the schools it keeps and on May 2, it proved this by voting in favor of the 9.8 mill school levy. Eighty-two percent of the seniors in the class of 1988 went on to college. The average SAT scores for the class of 1989 are higher than the national averages. Recently, Shaker was listed in the Wall Street Journal as one of the top 10 high schools in the country. With such a strong record, should Shaker be concerned with the Secretary of Education's warning of a "rising level of mediocrity?"

INSIDE:

FOUR SENIORS SHARE THEIR
FUTURE PLANS

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PARENTAL PRESSURE NEEDED

Page D

PATEMAN SPEAKS OUT ON EDUCATION

Page D

Do U.S. schools need a refresher course?

By Amy Rosewater

1988-1989 EDITOR-IN-CHIEF

"U.S. Youths lack literacy skills to succeed." "Just how stupid are our students?" "Why Johnny can't read, but Yoshio can."

These are the headlines today.

In 1987, an article by Richard Sincere Jr., a consultant to the Ethics and Policy Center in Washington, D.C., reported the results from the National Endowment for the Humanities.

"...68 percent of 17-year-olds do not know when the United States fought the Civil War, 67 percent can not identify Nobel laureate author William Faulkner...39 percent do not know when the U.S. Constitution was written."

In a survey distributed to junior class home-rooms on May 9, 75 percent of those surveyed knew that the Civil War began in 1861 and 78 percent could identify Faulkner. However, a plurality of students surveyed said that the Constitution was written in 1776, rather than the correct date, 1787.

IS GEOGRAPHICAL IGNORANCE BLISS?

As for geography, Sincere wrote in another article that only a few years ago, a large number of high school students could not locate the United States on a world map. In fact, a "good fraction" pointed to Brazil as their answer.

"Ignorance about geography can lead to emotionalism and sentimentality about foreign policy. This, in turn, can lead to unwise policy decisions," wrote Sincere.

Shaker does not offer a geography course. The middle school requires it for seventh graders. At the high school level, "global studies" is a social studies requirement, taken by most during freshman year.

"I taught geography for seventh graders [at the middle school] and I taught it again for ninth graders in global studies," said social studies teacher Charles Longo. "I realized how quickly [the freshmen] forgot it."

Longo added that he emphasized geography in the second semester of global studies and in his American history classes. According to Longo, the social studies department realizes the lack of geographical knowledge students have.

Next year, "contemporary world course," a level three course which stresses geography, will be added, said Longo. Students make take this class in place of global studies.

Standardized test scores are also on the decline. The class of 1988 had 23 national merit



"I think in education we've been very good at telling students the reason why you need this math course is because you need it for the next math course and the next one after that."

—ANTHONY PICCOLINO

scholars, while the class of 1989 had 11. In a press conference with principal Jack Rumbaugh said he expects the number of national merit scholars to increase next year.

JAPAN: QUANTITY VS. QUALITY

Meanwhile, in Japan, students are outscoring American students in standardized tests, especially in math and science. A report a few months ago revealed that American students ranked "dead last" in these categories. According to the Japanese Mind, a book about modern Japanese culture, the average school year in Japan consists of 240 days, while the average American school year is 180 days, two months less.

Many Japanese students also attend "juku," cram classes, in addition to regular school.

"I'm convinced of something—educators talk about a longer school year but not about quality education in the classroom," said social studies department head and area studies Japan teacher Terry Pollack. "The quantity does not always equate quality."

Pollack, who visited Japan, attributed Japanese students' success to aspects outside the classroom.

"The job of education [in Japan] extended beyond the school day and went into the homes," he said.

Robert Christopher, author of *The Japanese Mind*, wrote, "What accounted for the supremacy of the Japanese youngsters was not simply rote memorization of information...The thing that boosted them into first place was their superior understanding and application of the information they possessed."

In a recent Barbara Walters special con-

WILL THERE BE A TEST ON THIS CHAPTER?

cerning American education, many students expressed that what they learned had no meaning in their future lives and that they simply memorized information and then forgot it just as quickly.

"I try to have students deal with literature—not only to understand the story line, but to try to get them to manipulate information to find meaning," said Dr. William Newby, English department head.

"I think in education we've been very good at telling students the reason why you need this math course is because you need it for the next math course and the next one after that," said Anthony Piccolino, a math teacher at Dobbs Ferry High School in New York state. "I don't think we've done enough to let students know that they need [math] for society and for functioning in the world."

Piccolino teaches a math class aimed specifically for practical applications in the real world. He stressed that his course is not about balancing check books, but putting calculus and algebra to work in areas students never thought such complex math would apply.

The vocational department at Shaker attempts to show students that what they are learning is applicable to the real world, department head Mark Leimseider believes.

"Due to the stigma attached to the vocational program...many students and parents feel it is not in their best interest," said Leimseider. "You'll never know if you do or do not like something unless you have experience."

Although senior project, a month long period when seniors can experience a career or work on an individual project, is considered by some as a four week break for seniors, its intent is to further students' education beyond the classroom.

"I find that students participating in senior project learn a lot about what they want to do as adults. It simply can't be duplicated in any other way," physics teacher and co-director of senior project John Schutter told the Shakerite in April, in American colleges.

On May 2, Shaker residents, concerned about quality education, like Kramer, passed a 9.8 mill school levy, revealing that education was worth the price.

Shaker parent Laura Kramer recently wrote to the Plain Dealer arguing that all the press reports is negative news about education. She protests that if American education is so bad, then why are so many foreign students enrolled

As one Harvard president said, "If you think education is expensive, try ignorance."

Education

PAGES B AND C

THE SHAKERITE
JUNE 6, 1989

A SPECIAL INSERT



FROM GENERATION TO GENERATION Senior Sherry Smith will further her education where her grandmother, Rae Marks, was married. Smith is going to Spelman College in Atlanta. PHOTO BY AMY ROSEWATER

Smith to follow footsteps at Spelman

By Amy Rosewater

1988-1989 EDITOR-IN-CHIEF

"The total Black woman" is the motto at Spelman College.

Spelman, a Black women's college of about 2,000 students, located in Atlanta, will be the home for senior Sherry Smith for the next four years. Spelman needs no introduction to Smith's family. Rae Marks, Smith's grandmother, was the president of the senior class at Spelman in 1942.

"I want to be able to follow in her footsteps," said Smith.

According to Smith, her grandmother influenced her greatly. Smith's friend, senior Angela Tillman, said that Smith's grandmother "definitely influenced Sherry." Marks took Smith to several luncheons hosted by Spelman graduates. Marks' affiliation with her alma mater does not end here—she loved the school so much, she was even married on Spelman's campus.

"I don't think I might have been president of my class [if I had attended a coeducational, integrated school]," said Marks. "You need to know about your own culture."

Both Marks and Smith said that the fact that Spelman is entirely female is not a problem. Morehouse, a Black male college, is located across the street from Spelman, and Atlanta University is also close by.

Smith's mother, Aedyth, also supports Sherry's education.

"I show [Sherry] that I'm backing her up," said Mrs. Smith.

Because Mrs. Smith never attended college, Smith said she will appreciate the experience more.

"I can see what she missed out on," Smith said.

Smith, a recipient of a scholarship key, wants to major in either chemical or biological engineering. Last summer she went to a six week program at the General Motors Institute for minority students interested in math and science. At Shaker, Smith was involved in sports and the a cappella choir. She also works at Kelly Kitt, a clothing store, about 20 hours a week.

"[Sherry's] a determined young lady who knows where she wants to go in life," said senior Arnetta Romans, a close friend of Sherry's.

Smith said that she wants to receive the same support that she had at Shaker.

"I don't want to get lost in the shuffle," she said.

She added that having Black professors will also benefit her education. Spelman's faculty is interracial, but there are many Black professors on campus. Tillman, who is going to attend Lincoln University, a Black college in Pennsylvania, agreed. She said that Black teachers act as role models and are good influences.

For Smith, Spelman has already produced one role model for her.

Marks said with a smile, "Supporting Sherry's education keeps me younger too."

Spending another four years in Ohio. . . Without spending big bucks

By Sarah Davis

1989-1990 CO-EDITOR-IN-CHIEF



MIAMI BOUND Senior Steve Manka is ready for the challenging architecture program at Miami University, in Oxford, Ohio. PHOTO BY AMY ROSEWATER

"There is no way I am going to spend four more years in Ohio."

So say many Shaker students when asked if they are considering an Ohio school for their college education. Many students want to attend a school on either coast, or at least beyond a bordering state.

Senior Steve Manka also thought that he would leave Ohio after high school graduation. However, when it came to a decision between attending Tulane University in New Orleans and Miami of Ohio, Manka chose Miami.

"I really wanted to go to Tulane," said Manka, "but I do not want to be in debt."

At \$6,000 a year, Miami costs considerably less than Tulane, whose fees total \$22,000 a year, according to Manka. He was offered a \$10,000 grant from Tulane, but Miami was still half the cost.

"I am confident that I will learn what I need. The prices of some of these private schools are really ridiculous. There are a lot of people in Shaker who can afford it. But when you have a state school, and you cannot get a much better education, then the cost becomes excessive," Manka said.

Manka will enter Miami's school of architecture, which accepts only 50 students. Manka has interviewed architects around Ohio who speak highly of Miami's program. The most recommended school of architecture in Ohio is University of Cincinnati, but Manka said he does not want to attend what he calls a "party school."

"I want to go where I will be challenged and have to work. I will do my share of partying at Miami, but I will also work," he said.

Called "architecture" by Miami's students, the architecture undergraduate program is four years long. In the architecture building, one hall is open to students 24 hours a day. According to Manka, the hall's lights never go off.

"It is really scary," he laughed.

Manka has had little formal architecture training. Besides a course in eighth grade, Manka has learned by himself. "I read on my own. I stayed up late at night, and I could not put the books down," he said.

A popular conception of Miami is that it is just another Shaker, Manka said. He cannot believe that to be true, since the college educates over nine times as many students as Shaker. While he was visiting the college, however, Manka happened to meet 10 Shaker graduates in one corridor.

Manka moved to Shaker from Maryland in the eighth grade, and said that he did not get into the flow of school until 10th grade.

"Since then there's been a definite improvement in my grades, and I think that's what [the colleges] looked at," Manka said. "If you can do well at Shaker, some colleges are going to look at you, even look twice."

While Manka has strayed from his original thought of leaving Ohio, Manka has made a four year commitment to remain in state.

"I guess that I have come down to earth," Manka said. "[Miami] is not home, it is four and a half to five hours away. I will have to be a little self-dependent."



PSYCHED UP Senior Maggie Galvez is all decked out with Brown coffee and paraphernalia. Galvez wants to join the Third World community at Brown. PHOTO BY AMY ROSEWATER

Galvez to attend Brown University Itching to join the Ivy League

By Jill Pelavin

STAFF REPORTER

Twenty-two percent of all seniors who apply to Brown University are accepted, according to one college handbook. Senior Maggie Galvez is one of them.

Galvez claims she had never heard of Brown until last summer when she received some brochures.

"I guess after looking over my SAT scores, they sent me some information asking if I was interested. I wrote back and applied early action in December, but they held my application. When I got my [letter of] acceptance in April, I was really surprised," she said.

Galvez's mother, Helena, said she was confident that her daughter would be accepted.

"She is highly motivated, joyful and well rounded. I thought she got in [when she applied]," said Mrs. Galvez.

Galvez has been involved with many student activities, including varsity field hockey, SGORR, ski club, student council, theatre department and president of AFS.

"To an extent someone might say I've done too much. But I didn't do it thinking it would help me get into college, but rather for self-enjoyment," Maggie said.

As an immigrant from Peru, Galvez would like to join the third world community at Brown. According to Galvez, it is a group of Blacks, Hispanics and Asians.

"When I was looking at colleges, the Hispanic community was very important to me because I really appreciate my heritage. I like to speak Spanish and I also like [Spanish] entertainment," said Galvez, who speaks Spanish at home.

Her other activity plans include trying out for the field hockey team at Brown. She said she does

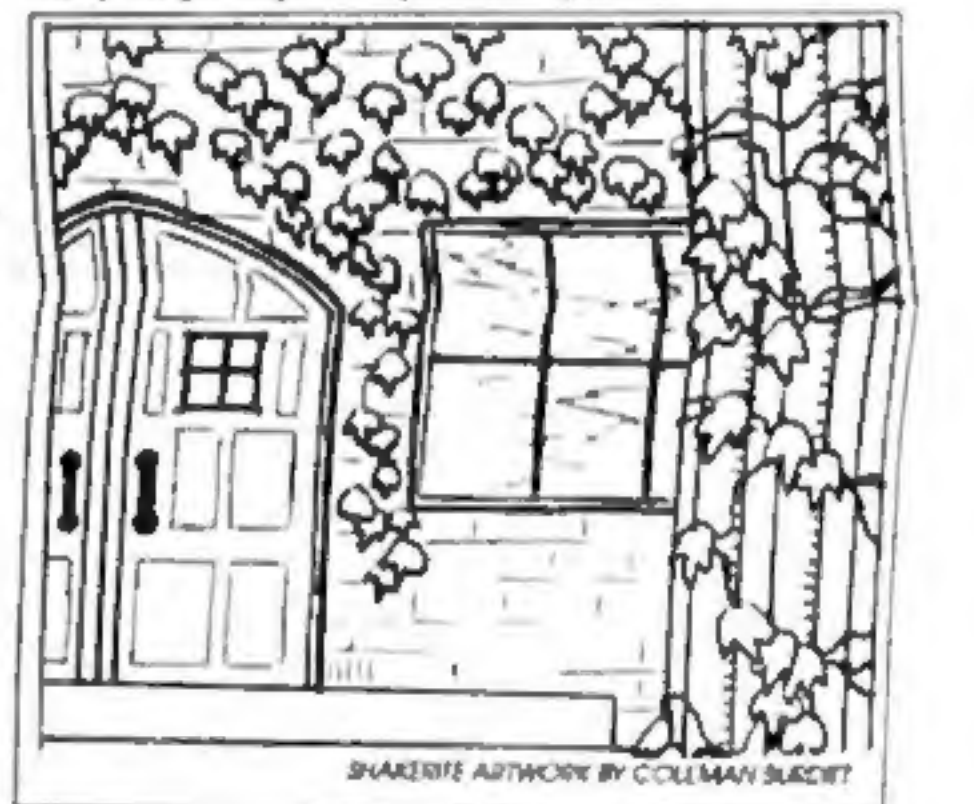
not want to get as involved with college activities as she did with high school activities—at least not yet.

"I want to take it easier with college activities. I need to adapt myself and lay back a little," Galvez explained.

She is not sure what she will major in, but has after college career plans.

"I might major in humanities for an undergraduate degree. After that I might want to go to medical school, have two more years training in specialized psychiatry, and become a psychiatrist."

Galvez likes almost everything about Brown, especially the grading and requirement system.



"They don't have basic requirement courses, so you can choose whatever you like," said Galvez. "Also, they don't grade on a GPA [grade point average], which I like a lot, because you shouldn't be judged on scores."

Galvez said she receives impressive reactions when people find out that she was accepted to such a high ranked, Ivy League school.

"People look at me with wide eyes and say, 'Congratulations.'" she said.

Don't worry, she's happy

By Stephen Lee

NEWS EDITOR

Down Jones will graduate from Shaker with a more than respectable 3.5 GPA.

Naturally, she will seek to further her education at the college level—or will she?

"I have no desire to go to college. I really don't feel that what you learn in college can be beneficial forever."

Despite pressure from counselors and teachers, Jones has decided not to enroll in college after graduating from high

school. Instead, she will devote herself to doing volunteer missionary work for her religion.

"I believe that going to college would not be beneficial for what God has planned for me."

"I think doing this is more important [than going to college]."

According to Jones, many of her friends question her decision.

"They think I should find a career where I'll make money."



WORKING GIRL Senior Down Jones, although she has a 3.5 GPA, will be working and participating in religious activities. Jones currently works at National City Bank downtown. PHOTO BY AMY ROSEWATER

Jones, however, is not concerned about money. She believes that her religious work will be more rewarding.

"My friends think that if I don't go to college, I won't make money, but it doesn't really matter what they say because it's my decision and I'm doing what I think is right."

Nevertheless, Jones will work part time in order to support herself financially. She believes that the COE [Cooperative Office Education] program at the high school has provided her with the necessary work skills. These include typing, basic letter writing, and bookkeeping. Jones currently holds a job at National City Bank, and she hopes to continue working there.

Jones said that she had always wanted to involve herself in missionary work after graduating. Her decision not to go to college was made before most students even had college on their minds.

"I had my decision made for a long time," Jones said.

And while most students were agonizing over college applications, Jones was able to relax, without the tension and anxiety that many of her friends were undergoing.

Jones believes that some college-bound students will be disappointed.

"Some people go to college and they're not necessarily happy. I'll be able to go to sleep at night thinking that what I'm doing is making me happy."

Jones had known for quite some time that her future would not include college.

If Jones never planned on going to college, what drives her to excel academically?

"I don't excel. It just comes naturally. I don't try hard and I don't study a lot," Jones admitted. "I don't know why I do so well in school."

Jones' decision to work for her religion came as no surprise to her parents—both of them are involved in missionary work.

"My parents are all for it," said Jones.

Jones can expect to have the support of the rest of her family too. Her two older brothers are also involved in missionary work, and she has another brother, currently a freshman at Shaker, who plans on doing the same thing after graduating.

Jones stresses that students should think about their future and make a decision based on what they feel is right.

But the most important thing, according to Jones, is to "just make sure you're doing what makes you happy."

Education

PAGE D

VOL. 59 NO. 8

EDUCATION CHEER

Math teacher Ovella McIntyre was recently elected to a three-year term as secretary to the executive board of the Association for Humanistic Education.

Education Insert Compiled By Amy Rosewater

Parent involvement essential

By Tania Menesse

STAFF REPORTER

Improvement of academic success depends on active involvement of parents, according to administrators. But the fine line between an involved parent and an overbearing parent has become the battle line between students and parents today.

Parent interest in a child's education is essential because it stresses the importance of a good education, said Roey Margulies, freshman parent.

"Parent involvement is absolutely essential. Students spend a maximum of eight hours a day in school. The bulk of hours in a week are spent out of school. Parents' encouragement is the key to students' participation in intellectual and extracurricular activities," said counselor Eileen Blattner.

All parents want to see their children succeed. But how far are parents willing to go to motivate their child to make the grade? Many parents set goals for students and if they are not reached, students are punished.

"Parent involvement is absolutely essential. Students spend a maximum of eight hours a day in school. Parents encouragement is the key to students' participation in intellectual and extracurricular activities."

—EILEEN BLATTNER

"Parents put enormous pressure on kids if their grades are bad, by threatening severe punishments like taking away the telephone or not allowing kids to go out on the weekend," said Mary Lynne McGovern, push excel coordinator.

Kids have to have something to look forward to; some recreation and relaxation. Even if the grades are bad everything should not be taken away. Kids sometimes do worse; kids become frustrated. There needs to be a balance. Regulations are important, but everything can not be taken away!

Freshman Jennifer Margulies thinks that punishment is not the answer to a poor report card. "If the kid is doing badly in school the grades themselves is punishment enough, if a kid

has a desire to achieve."

There are parents who offer a reward for a good report card. A definite problem that is often found with this tactic is that students work for a goal, but once it is achieved the grades slip again.

"I do not agree with that. Rewards have to come from the student or they will never maintain a consistent pattern. I do not believe in bribery," said Blattner.

Rewards are not the only means by which parents get their children to achieve. Punishment is often just as effective.

Mrs. Margulies said, "If a child has ability but does not try, parents have a responsibility to motivate them to work."

McGovern is convinced that a reward can

sometimes be effective. Especially in the case of a child who puts forth effort, but has a problem academically.

"If a reward brings about an improvement in their GPA and their homework starts to get done. It is okay. The success will feel so good to them that ultimately they will not need a reward. Let them see what they are capable of; let them believe they can do it. Before they may have been protecting themselves from failure by not trying. Praise will feel so good that they will keep working," she said.

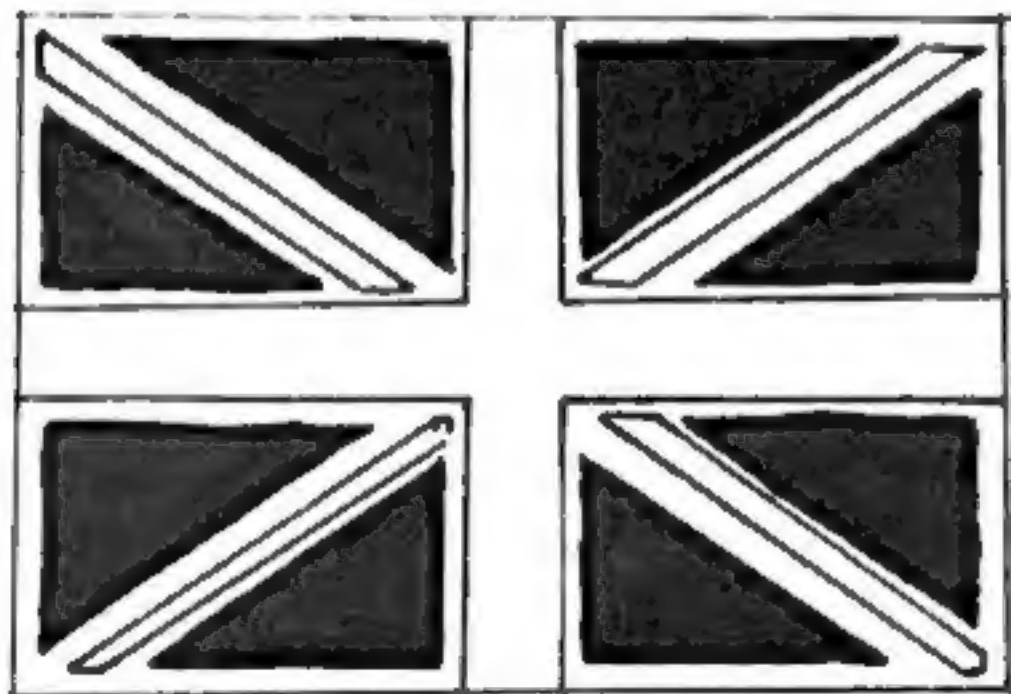
The line is often drawn by kids when parents try to plan their lives. Parents normally mean well but don't trust their children's judgement.

"It bothers me that my parents want to dictate my life," said freshman Victoria True. "They want me to be better than them. They will not let me make any of my own mistakes."

We must not forget the parents who encourage their kids in school and are lucky enough to have stayed behind the battle line.

Junior Bret Pardon said, "My mom's involved. She makes sure I get my work done. She checks with me every morning. I think it's pretty good that we keep in contact. It helps me not to slack off. She's supportive and she motivates me."

Different countries, similar problems Pateman examines educational reforms



By Kenneth Pateman
GUEST WRITER

Education Secretary Lauro Cavazos' warning last month that a "rising tide of mediocrity threatens our very future as a nation and people" sounded dismally familiar. Education in the United Kingdom has, in recent years, been going through the kind of crisis that is—if the report "A Nation at Risk" is to be believed—presently afflicting the American system. Fears (unfounded fears, according to some experts) that levels of literacy and numeracy in the U.K. were falling led the [Margaret] Thatcher government to introduce an Education Reform Bill designed to increase competition among schools, give parents more freedom in their choice of schools, impose a national curriculum and weed out "ineffective" teachers. (No one seems to be able to define "ineffective" with any precision!)

The result has been to encourage affluent parents to move

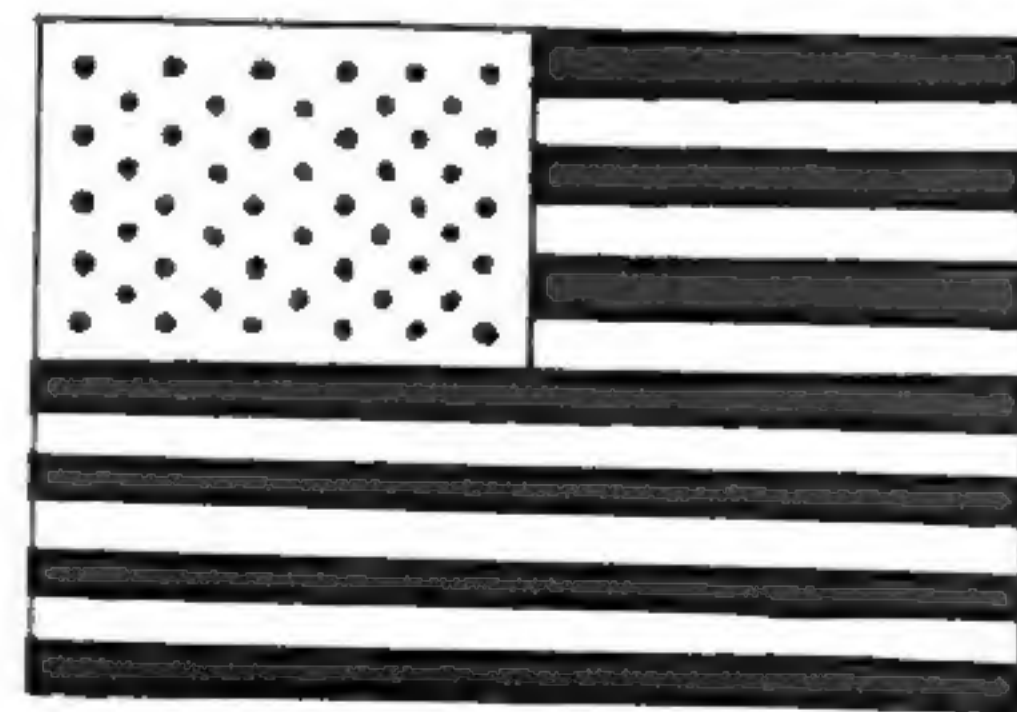
away in ever-increasing numbers from public to private schools, many of which must have feared extinction 20 years ago but have now been given a new lease on life. Not surprisingly, morale has been lowered amongst many (though not all) public school teachers who are convinced that Thatcher is blind to the real needs of schools and pupils and intent on creating a two tier system of education. Beleaguered and battered, they wait forlornly for the election of a more sympathetic government.

However, few would dispute that reforms were necessary. And equally few would agree that all the reforms that have been imposed are good ones. I sense that America may be moving towards important reforms of its own. I only hope that those reforms will be a little more imaginative and more egalitarian than our own.

Radical changes are needed in the U.S. I suspect—too many

"I only hope that [U.S.] reforms will be a little more imaginative and more egalitarian than our own."

and too complex for me to discuss here. I will tentatively touch on three, however. Firstly, sooner than hankering after a 90 percent graduation of all high schools by 1990, would-be reformers should concentrate on introducing a flexible graduation system which would allow students with little aptitude for classroom study to leave as early as the end of eighth grade and move on to work-related courses. Vocational education, in school or at separate



establishments, is the way forward. I wonder whether it can free itself, here at Shaker, from the stigma of failure so that it can be expanded and new programs introduced. The worrying level of boredom and disaffection might then be decreased.

Secondly, something should be done to throw off the grade-fixation that everyone has. It seems to me so stifling. Finally, I am convinced more than ever that the role of the family is far more crucial than that of the school. Parents who give their children, particularly in the pre-school years, love, time and attention, who explore the world with them, who learn with them, also give them the confidence, curiosity and thirst for knowledge that is vital for success and happiness. Barbara Walters focused on this in the TV program "Teaching Our Children to Think." Perhaps the politicians should look first for ways of promoting family life before they are too critical of the schools.

Editor's Note: Kenneth Pateman, who is visiting the United States on a Fulbright Exchange, is an English teacher.